



This is the motto for the Equity Alliance at Arizona State University. The following is taken from their publication *Professional Learning for Culturally Responsive Teaching*. The front page of the remaining issues of *The Drum* for this school year will be dedicated to culturally responsive pedagogy.

“Professional learning for culturally responsive teaching has the potential to address achievement gaps across ethnic

diverse (CLD) backgrounds continue to be identified and placed in special education at disproportionate rates (Artiles & Dal, 2008; Teese et al., 2007). According to the most recent analysis of national data, the risk for disproportionality for African American students in some states is as high as 4 times as likely as for all other students in the category of emotional disturbance and as low as 25 percent as likely in other states

(Sullivan & Kozleski, 2008).

As special education reform efforts shift to focus on early intervening in general education classrooms, an important aspect for redressing disproportionality

remains teachers’ access to resources and professional learning opportunities that can help them redesign learning environments to address the educational needs of their increasingly diverse students. This approach is called culturally responsive teaching, which is defined by Ladson-Billings (1995a) as possessing these eight principles:

- * Communication of High Expectations
- * Active Teaching Methods
- * Teacher as Facilitator
- * Inclusion of Students who are Culturally and Linguistically Diverse

- * Cultural Sensitivity
- * Reshaping the Curriculum
- * Student Controlled Classroom Discourse
- * Small Group Instruction and Academically-Related Discourse.” (p. 4)

For further information from this report or to see the entire report, follow the link for the Equity Alliance that appears later in this newsletter.

Equity Matters: In life, for learning. Communities Flourish When Equity Matters

Carol Rempp

groups and disproportionate representation in special education for students from culturally and linguistically diverse backgrounds.” (p. 4)

Professional Learning for Culturally Responsive Teaching
“At a time in the United States when schools across the country have labored to improve results for All students as a result of massive policy changes, several key outcomes remain intractable. Two outcomes, in particular, remain troubling: achievement gaps across ethnic groups of students persist, and subgroups of students from culturally and linguistically

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Voices of Promise DVD Series

Brigham Young University offering a DVD set to schools and communities FREE.

The Native American Educational Outreach Program at Brigham Young University has completed three motivational DVD's for free distribution to schools, communities, and national Indian education organizations. "Voices of Promise" and "Voices of Leadership" were completed in 2007 and 2008, and "Voices of Hope" is the latest release.

Howard Rainer, Program Administrator of the program who is approaching retirement, wanted to expand the legacy of sharing important messages that were positive, encouraging, and motivational to Native youth, parents, and native community leaders. Rainer stated, "I am most appreciative for the cooperation and total support we received from so many Native men and women who wanted to participate in generating messages of hope and encouragement to their youth. Their voices and personal examples of courage, aspiration, and wanting to make a positive difference are strongly portrayed in these productions."

Each of the three productions has a twenty-minute motivational presentation to catch the attention of the viewer and then varied topics for further discussion in the classroom or group setting. The objective is to invite Native youth and adults to express their reactions and feelings and then be given the opportunity to receive further

counsel,
direction,
and

encouragement.

One Native counselor in North Dakota has designed her own teaching curriculum from the DVD's and has increased her success in generating dialog and stimulating the thinking process with her students. Another tribal Chairperson wrote regarding *Voices of Leadership*, "The wisdom shared is powerful. I would highly recommend this presentation to all I come in contact with!"

An educator expressing his reaction to one of the DVD's and its impact on the hearts and minds of his students wrote, "I've viewed *Voices of Leadership* and have shown it to four different classes of American Indian students that I visit on a weekly basis. My response is "Wow!"




From the perspective of my students, they were quite attentive during the presentation and engaged in discussion afterwards. This is not always the case. There was a consensus they felt the DVD's should be shown to other classes and that similar DVD's should be produced. I should mention that my students are fifth through ninth grade."

There is a real urgency to send positive and uplifting messages to the Native youth across North America. Rainer believes the impact of viewing and thinking about what has been seen and heard may be vital, "If there is a Native American young person or parent out there somewhere who is feeling discouraged, thinks they are a failure, or has bought into the negative belief there is no hope or future for them we want to send a clear message to this despondent person that there is hope. Native people are on the march, and there is a bright future ahead!"

To receive a free copy of *Voices of Promise*, *Voices of Leadership* and *Voices of Hope* please call 801-422-7090. Quantities are limited.

Featuring stand-up comedian
Aaron Freeman




Aaron Freeman is a critically-acclaimed comedian, journalist and National Public Radio commentator. His hilarious views on being African American and Jewish have made him a world-wide headliner from comedy clubs and colleges to Jewish groups and churches.

STAND UP!
For Youth Leadership...Laughter...

Thursday, March 18
6:00 – 8:30 p.m.
Jewish Community Center Auditorium

Free and open to the public, the Anti-Defamation League comedy night is brought to you by the ADL's Youth Leadership Mission participants. Celebrating its 10th anniversary, the innovative program takes 20 diverse high school students on an educational journey to the U.S. Holocaust Memorial Museum and through a year of anti-prejudice leadership training.



[TEACHING TOLERANCE.ORG](http://TEACHINGTOLERANCE.ORG) HAS A WEALTH OF INFORMATION

Sign up at their website to receive updates. New programs are added monthly.



Uncovering the Movement

How do you teach the civil rights movement in still-segregated communities? This article shows how some [southern teachers handle it](#).

'I Don't Think I'm Biased'

Exploring unconscious attitudes about race is not always easy, but it can be [helpful in the classroom](#).

Celebrate Women's History Month

It's the time of year when we honor women. This month, look beyond the usual and find little-known heroes to [share with your students](#).

Reclaiming Youth International

Classroom Meetings

Classroom meetings can be a powerful way to build community. When done well, classroom meetings teach problem solving skills and democratic values. Moral development happens as children learn to listen in non-judgmental ways while looking for win/win solutions.

Some classrooms begin the day with a meeting; for others, a weekly meeting accomplishes the intended goals.

Here is some general information about the content and format of the classroom meeting:

- Always provide positive acknowledgments, compliments, and appreciations
- The agenda can be pre-prepared or you can go into the meeting with an open agenda
- Depending on the purpose of the meeting, a classroom meeting can be designed to share feelings, a particular incident, consequences of behavior, thoughts without fixing a problem or all of the above.
- If problem solving is required:
 - Clear statement of problem
 - Brainstorm solutions (non-judgmental)
 - Discuss pros/cons of possible solutions
 - Decide on best solution through consensus building
- It takes time to teach and practice good classroom meeting skills. Don't become discouraged if the first meetings don't work as anticipated.

See website for additional resources: www.reclaiming.com
Also join them on Facebook for conference updates.



Fuel Your School

March is National School Nutrition Month.

Kids consume 35-50 percent of their calories at school. Proper nutrition helps you concentrate and perform in class. Visit [Alliance for a Healthier Generation](http://AllianceforaHealthierGeneration.org) for nutrition tips.
www.healthergeneration.org

Equity Alliance at ASU



The [Equity Alliance at ASU](#) embraces the fact that well-educated and supported educators are at the heart of educational equity, and we work to build capacity at all levels in order to bring about systemic and sustainable change that delivers positive outcomes for all students.

We acknowledge that building the capacity of educational systems involves broadening our view of who leaders are and what leadership means. The Equity Alliance at ASU works with principals, teachers, parents, community members, and students to create the conditions necessary for change to occur and inclusive practices to take hold. We are committed to inclusive education, value diversity, push the boundaries of traditional thinking, and lead by example.

Desired Outcomes

- Increase learning outcomes for students who have been marginalized
- Expand local ownership of equity
- Demonstrate the impact of culturally responsive practice
- Dispel the myth that individual student and group deficits account for disparities in access, participation, and outcomes.

Chief Standing Bear "Equality Before the Law" Celebrations

"Waaxe's Law"

Reception: 6:00-7:30 p.m. Play: 7:30-9:00 p.m.

May 13, 2010

Johnny Carson Theatre, Lincoln NE

6th Annual Commemoration

11:45 a.m.-1:00 p.m. May 14, 2010

State Capitol Rotunda

Children's Drum Group, Recognition Awards

5th Annual Breakfast

Keynote: Winona LaDuke

7:30 a.m.-8:30 a.m. May 21, 2010

Cornhusker Hotel, Lincoln NE

Contact Nebraska Commission on
Indian Affairs at 401-471-3475 or
scott.w.shaffer@nebraska.gov

Libri Foundation: Books for Children

Grant Information for \$40,000

The Libri Foundation Books for Children Grants donate new, quality, hardcover children's books to small, rural, public libraries across the country. Maximum award: varies. Eligibility: Libraries must be in a rural area, have a

limited operating budget, and an active children's department. The average total operating budget of a Books for Children grant recipient must be less than \$40,000. Deadline: April 15, 2010.

<http://www.librifoundation.org/apps.html>

American Honda Foundation: Grants for Youth Science Education

The American Honda Foundation makes grants to K-12 schools, colleges, universities, trade schools, and other youth-focused nonprofit organizations for programs that benefit youth and scientific education. Maximum award: \$60,000. Eligibility: schools and youth-focused nonprofit organizations. Deadline: May 1, 2010.

<http://corporate.honda.com/america/philanthropy.aspx?id=ahf>

SolidWorks: STEM Educators Grant

The SolidWorks STEM Educators Grant will award SolidWorks Student Edition CAD software to individual U.S. educators in an initiative aimed at improving students' math skills and their interest in technology-related careers. The grant includes training and lesson plans to help teachers and faculty from middle school through college integrate the four separate disciplines of science, technology, engineering, and math for more effective education. Maximum award: SolidWorks Student Edition CAD software, plus training and lesson plans. Eligibility: middle school teachers grades 6-8; high school teachers; community college professors; university and college professors. Deadline: April 1, 2010.

<http://www.solidworks.com/pages/products/edu/RoboticsEducatorsGrant.html>



Use...

The U.S. Census *as a teaching tool!*

Beginning in 1790, at the beginning of each decade, the U.S. government conducts a national Census, and every single Census has looked different. As the [Census website](#) points out, “Censuses are not conducted in a vacuum. They occur amidst internal and external crisis, shifts in cultural interests, and events that become ‘defining moments’ for each generation. Census data reflect the growth of the population as well as the changing values and interests of the American people.” Though the Census may seem like nothing more than a tool for gathering demographic information, the questions asked and responses received have major implications for how other institutions collect data and are used to determine the legislative voice communities will have as well as the funding communities receive (including schools). The questions asked on the Census reflect national trends and prevailing ideas about what information comprises an individual’s identity and what data is important for governmental decision-making. The 2010 Census is just months away, and a look at the questions that will be asked on this decade’s Census brings up some interesting issues about how we define characteristics like race, and ethnicity. The Census form can be previewed [here](#). Below is a closer look at some of the questions asked on this year’s census, with some thought provoking questions about what those questions mean about who we are and how we are represented.

Questions 8 and 9: Race and Ethnicity

The first question asked about race and ethnicity on the Census asks respondents to identify whether or not they are of “Hispanic, Latino, or Spanish origin.” People who check yes have the option of identifying as “Mexican, Mexican Am., or Chicano”,

Puerto Rican, Cuban, or

“another Hispanic, Latino, or Spanish origin” with the ability to write in their country of origin. This question [lumps together some very different groups and identities](#) and may mean some people will find themselves checking boxes that include terms and [descriptors they are uncomfortable with](#).

The Census website explains that this question is asked because “State and local governments may use the data to help plan and administer bilingual programs for people of Hispanic origin.” This begs the question: does checking one of these boxes provide accurate information about a person’s native language or language proficiencies? Also, this information might lead one to wonder why the Census doesn’t attempt to track English language learners from other backgrounds though this would seem to be important information for developing bilingual programs. For example, Denver Public Schools reports that over [132 languages are spoken in their district alone](#); this is valuable information to consider for their English language acquisition services.

The next question about race provides a number of options and respondents are allowed to check more than one box. This question has been generating a lot of controversy as the term “Negro” has now been added to the box for Black Americans and African Americans. Many find this term incredibly offensive, but the Census Bureau explains the decision by saying that in [the 2000 Census 56,000 people wrote in “Negro” to describe their race](#). Regardless, it seems likely that many people who strongly object to the term will be expected to check the box.

The rest of the options for the question are confusing and inconsistent with some countries of origin listed and some not. For

example, people of African origin only have the option of checking the box labeled “Black, African Am., and Negro” and people of European origin only have the option of checking “White” though it is possible to write in a country of origin. Some Asian and Pacific Island countries are listed, but many Asian Americans will have to check a box titled “Other Asian” or “Other Pacific Islander” and write in their country of origin. Individuals choosing to write in their countries of origin will have limited writing space and in many cases will only be able to list one country. Finally, there is no category listed specifically for Arab Americans. Though the Arab American Institute Foundation estimates the [Arab American population for the U.S.](#) at approximately 3.5 million, all respondents whose families originate from Arab countries will have to write in their race or ethnicity.

For more information about the 2010 Census and Census history go to <http://www.census.gov/>.

Discussion Questions:

1. Are there any questions on the Census that make you uncomfortable? Why? What do you think needs to change about those questions?
2. What potential problems do you see with information from the Census being used to determine school funding? What benefits do you see?
3. The 2010 Census is the shortest in the history of the U.S., do you feel this is a good thing or a bad thing? What questions would you like to see added to it?

Conferences/Workshops

Please forward this information to any interested high or middle school teachers. I apologize if you receive this more than once.

Through generous local support, the Anti-Defamation League (ADL) is proud to present a convenient online anti-bias program and two-day conference to 40 middle and high school teachers in Iowa, Nebraska and Kansas **at no charge** to you or to your school!

Making Diversity Count® will empower you to effectively address name-calling, student conflict and bullying; explore issues unique to your district such as immigration, socioeconomic disparity and religious diversity; and create equitable classrooms, helping all learners succeed. Those completing the course will receive professional development hours which can be used to apply for CEUs from their districts.

The 12-week, 15 hour course runs from April 19, 2010 – July 12, 2010 and includes:

- Nine interactive learning modules to complete at your own pace
- ✓ An online peer-to-peer discussion board
- ✓ 10 interdisciplinary lesson plans
- ✓ Expert commentaries
- ✓ Independent and group work
- ✓ Reading and resources

The online course culminates with the following:

- ✓ A World of Difference® two-day conference from July 19-July 20, 2010 at the Jewish Community Center in Omaha, NE.
- ✓ All participants will receive *A World of Difference® Anti-Bias Study Guide, Secondary Level, Lessons that promote diversity and inspire action against prejudice.*



**Making
Diversity
Count®**

**Deadline
March 17**

The *Making Diversity Count*® online course, the anti-bias study guide and the two-day conference are all **free**, but applications must be received by March 17th, 2010! Scholarships for travel and lodging are available as well.

<http://www.adl.org/education/mdc/>

2010 Summer Seminars -Rapid City, South Dakota Reclaiming Youth www.reclaiming.com

Circle of Courage: June 26
Reclaiming Youth Conference: June 26-29
Response Ability Pathways: June 30-July 2
Developmental Audit: June 30-July 2
Life Space Crisis Intervention: June 21-25
The PersonBrain Model: June 24-25



Autism and Trauma Experts to Present at Black Hills Conference in June

Reclaiming Youth International is pleased to announce that two-world-renowned experts as featured speakers.

Drs. Temple Grandin and Sandra Bloom



Here's the link to the conference page:
http://www.dropoutprevention.org/conferen/conferen.htm#2010_Native_American

Call for Proposals link:
<http://guest.cvent.com/EVENTS/Info/Summary.aspx?e=bc0b87d1-1ad1-478d-8fdb-05b0f70417fa>

2nd annual

National Forum on Dropout Prevention Strategies for Native and Tribal Communities

April 18-21, 2010
Phoenix AZ

Strong showing of innovative programs and ideas from schools and tribes sharing their success stories in lowering dropout rates and raising graduation rates in their communities. I am familiar with the work you are doing and if you have something to share with the national Indian Education community please consider sending a proposal. I have provided the links with all the information you will need to submit. The proposal is very friendly to those who submit; please do not think of this as highly competitive in any way. We are reviewing proposals to make sure tribal communities are represented well on the agenda and workshops. This is our chance to share what is working in our communities. Last year we had over 300 people from all over the North America.

Cultural Music Performance
March 27th 2010
At the Museum of Nebraska Art-UNK Campus
6:15 PM – 7:15 PM
Public Performance



Native Flute and Guitar
Original Music and Lyrics
By Hopi Artist and Musician
Ed Kabotie

<input type="checkbox"/>	<div>April 21-22</div> <div>Holiday Inn Downtown Lincoln NE</div> <div>Registration Deadline April 7</div>	<input type="checkbox"/>
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30th Annual Nebraska Excellence in Education Conference

Focusing on Graduation

Nationally Recognized Keynotes

Luis Cruz
Joanna fox
Rudy Crew
Doug Elmer
Tom Osborne



Registration, conference agenda and more information available NOW.

www.nde.state.ne.us/cspd/conference/index.htm

Native American Advisory Councils

March 18 4-6:30 p.m. CHADRON
ESU 13 SOAR Office
230 Kline Center, Chadron State College

April 27, 4-6:30 p.m. WAYNE
Wayne State College Student Center





Dancers of the Plains

Great Platte River Archway-Kearney

June 18-19, 2010

<http://www.archway.org/>

Teaching with the Stars

NEBRASKA
Middle Level
ACADEMY
Supporting Educators in Grades 4-9

June 10-11, 2010

www.nebraskamiddlelevelacademy.org/

Registration open

Follow us on
Facebook



Latino Summit

Embassy Suites, LaVista

September 20, 2010

Information is coming!!

Save the Date
Save the Date



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